

**Texas Education Agency  
Standard Application System (SAS)**

<b>2014-2016 Technology Lending Program Grant</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<div style="text-align: center; font-weight: bold;">FOR TEA USE ONLY</div> <div style="text-align: center; font-size: small;">Write NOGA ID here:</div> <div style="text-align: center; font-size: x-small;">Place date stamp here.</div> <div style="text-align: center; font-size: x-small;">             7/14/14 2:03 PM              Document Control Center              Texas Education Agency           </div>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal Information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin TX 78701-1494           </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Huntsville Independent School District	236902	041, 042, 002	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
2-74-6001428-9	6	8	09-938-6146
Mailing address		City	State ZIP Code
Huntsville ISD 441 FM 2821 East		Huntsville	TX 77320

**Primary Contact**

First name	M.I.	Last name	Title
Amy	J	Mayer	Director Staff Development
Telephone #	Email address		FAX #
936-228-1983	amayer@huntsville-isd.org		936-293-2556

**Secondary Contact**

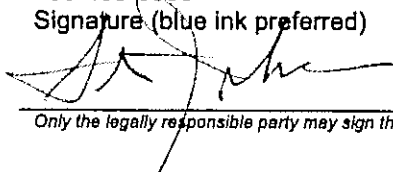
First name	M.I.	Last name	Title
Marjetta	F	Spriggs	Executive Director C&I
Telephone #	Email address		FAX #
936-435-6324	mspriggs@huntsville-isd.org		936-293-2556

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Steve		Johnson	Superintendent
Telephone #	Email address		FAX #
936-435-6300	srjohnson@huntsville-isd.org		936-293-2556
Signature (blue ink preferred)	Date signed		



05/07/14

Only the legally responsible party may sign this application.

701-14-107-061

**Schedule #1—General Information (cont.)**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or Vendor ID: 236902			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Huntsville ISD has shown a consistent commitment to integrating technology into instruction during the past several years, but due to our limited funding, our value per pupil tax base is more than \$87,000 less than state average. Because we live in a community where the majority of land-owners are tax exempt: Sam Houston State University, the Texas Department of Corrections, and the Sam Houston National Forest, our discretionary funds always fall short of what our ideal plans would include.

Through the previous Technology Lending Program Grant, we were able to purchase and deploy several hundred Chromebooks and several dozen Mifi access point/hotspots to our students in need. We hope to further this program through the grant application before you. In addition to the previous TLP Grant, we have a robust network built for our BYOT (Bring Your Own Technology) program. However, relying on students and parents to provide devices proves inconsistent and must constantly be supplemented with school-owned devices to assure students in need have the access they deserve to participate fully with their peers. By changing our policy to allow these devices and extensively upgrading the infrastructure, we have started to put the tools needed in the hands of the students and teachers to change our delivery of instruction methodology.

This year we are purchasing digital content for middle and high school science using our IMA funds and are struggling to find a way to continue much-needed instruction outside the school day. If we are approved for this grant, we will target 20 science and math teachers of grades 6-12 and their students for the TLP Grant. These teachers will receive equipment and staff development so that they can implement the new curriculum and provide support for students identified as in need of the resources that would be provided by this lending program.

Teachers involved in the grant will receive staff development in how to properly integrate technology devices within their content areas. Our goal is for the devices to be used for more than substitution although our staff development initiative may begin with simple substitution of technological resources as a means of laying a foundation for growth toward redefinition, as outlined in the SAMR Model.

In addition, digital content is available for all areas. With limited devices in the past, accessing that content became more of a logistical issue than a solution. When challenges arise, it is tempting to fall back into "the way we've always done it." This grant will help ensure that the resources are available so that innovative learning can continue to be adopted.

The TLP Grant is the source we need to fill in the gaps. We have utilized all available options to purchase hotspots for homes without access. We are working with AT&T to bring low cost devices to families and they are assisting us in setting up additional community members. Less than 10% of our IMA funds are available for instructional technology after purchasing all required textbooks. We have maximized all local and grant funds.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or Vendor ID: 236902	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>HISD is committed to the success of our students and we are enlisting partners to help. This grant could ensure that more students have access at home and at school as needed so that equitable availability will be achieved.</p> <p>Our vision for this initiative is for identified grades 6-12 science and math teachers to hold the lending devices, namely Chromebooks and Mifis (small, portable Internet access device). Teachers will apply to be part of this program so that we can identify early adopters who are most ready for innovation. Also, our district is adopting online instructional materials in the identified grade levels and subjects. Through our previous TLP Grant administration, we learned that it is most appropriate for teachers to make decisions about which students possess the highest legitimate needs for checkout equipment. Teachers are also the most efficient point of contact for device recovery and documentation, and our teachers have expressed a preference for being the point of contact for students in need of devices.</p> <p>In short, science and math students in designated teachers' classrooms who do not have access to technology at home will be able to borrow devices and/or access points from teachers as needed to gain the access required to complete instructional activities outside the school day.</p>	

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Schedule #6—Program Budget Summary					
County-district number or Vendor ID: 236902			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$9,254	\$0	\$9,254
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$90,746	\$0	\$90,746
Total direct costs:			\$100,000	\$0	\$100,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$0	\$100,000
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or Vendor ID: 236902 Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Not Applicable	<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs      # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$0

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-District Number or Vendor ID: 236902		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>2</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
<b>3</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
<b>4</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
<b>5</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 236902		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 236902				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input checked="" type="checkbox"/>	Technology-related supplies		\$1,090	
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1				\$	\$	
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$8,164	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:						\$	
Remaining 6300—Supplies and materials that do not require specific approval:						\$1000	
Grand total:						\$9,254	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)					
County-District Number or Vendor ID: 236902			Amendment number (for amendments only):		
Expense Item Description				Grant Amount Budgeted	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:			\$	
	<input type="checkbox"/>	ESC-owned vehicle usage	<input type="checkbox"/>		Other:
	<input type="checkbox"/>	Insurance	<input type="checkbox"/>		Other:
6411	Out-of-state travel for employees (includes registration fees)			\$	
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			\$	
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			\$	
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			\$	
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			\$	
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance			\$	
6490	Indemnification compensation for loss or damage			\$	
6490	Advisory council/committee travel or other expenses			\$	
6499	Membership dues in civic or community organizations (not allowable for university applicants)			\$	
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			\$	
	Specify purpose:				
Subtotal other operating costs requiring specific approval:				\$	
Remaining 6400—Other operating costs that do not require specific approval:				\$	
Grand total:				\$	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 236902			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX/15XX—Technology hardware, capitalized</b>				
2		314	\$289	\$90,746
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX/15XX—Technology software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>				
29				\$
<b>Grand total:</b>				<b>\$90,746</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:****3056**

Category	Number	Percentage	Category	Percentage
African American	732	N/A	Attendance rate	96%
Hispanic	838	N/A	Annual dropout rate (Gr 9-12)	0.3%
White	1398	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	24	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1677	55%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	190	6%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	158	5%	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								449	414	460	490	476	397	370	3056
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>								449	414	460	490	476	397	370	3056

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**Schedule #13—Needs Assessment**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievements and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grade Levels	5	6	7	8	9
Math (passing)	74%	66%	62%	62%	61%
Science (passing)	59%			61%	82%

In determining our needs within the confines of this grant, we brought together a group of district leaders and specialists to examine and discuss our past performance and determine a direction predicted by the group to improve that performance. We looked for probable causes and discussed solutions. Overall, we determined a strong need for increased student engagement in mathematics and a need for vertical alignment in science. The data you see above from our 2013 STAAR tests was used by the group as a starting point for our discussions.

In addition, the group reflected on the recent textbook adoption cycle. The group had already decided that since we must adopt new K-8 Math and K-12 Science materials this year, and a part of that adoption must be digital, both for financial and growth purposes, and since the adoption will be within a few thousand dollars of our entire IMA allotment, a grant of this type is the only opportunity we have to be able to put the necessary devices in the hands of our students in order for them to be able to access the materials appropriately. This reflection prompted the realization that to provide materials at home for student study, a lending program would also be required.

Huntsville ISD is a historically underfunded district due to 7 prison units, a national forest, and a state university, none of which is taxable. As a result, our value per pupil tax base is more than \$87,000 below state average. This disparity causes us to spend local money on issues and items which most other school districts can cover with state dollars.

In the past three years, Huntsville ISD has worked diligently to implement a robust wireless network with both public and private nodes, to change policies to implement BYOT, to provide staff development to help teachers begin to truly understand meaningful technology integration, and to purposefully implement the 2012 Technology Lending Program grant. Through these measures, we have managed to make a start toward modernizing our instruction; however, we realize we still have a long way to go.

In the 2014-15 school year, we will be implementing digital instructional materials in grades 6-12 Math and Science. We are aware of the need to provide those materials outside the school day to our students from poverty who, without our assistance, have little to no hope of accessing them. Especially for our students from poverty, access beyond the confines of the school day is critical.

In addition to needing to provide instructional materials outside the school day, we also see a need to improve vertical alignment for science. As you can see by the STAAR test scores presented above, there is a marked disparity between our 8th grade and 9th grade scores. We believe providing better vertical alignment among our science teachers could help close this gap. In addition, we hope that appropriately implementing technology and extending the school day with checkout devices would both increase engagement and time on task.

As you can also see by the table presented above, our students' math scores are low across the board. These scores show a need to improve student engagement in mathematics, and our previous implementations have shown us that appropriately integrating real-world projects using technology can increase student engagement. Also, the ability to communicate with teachers after school hours can increase student completion of homework, which studies show improves mathematical progress.

We have decided to target the areas of math and science specifically for the purposes of this proposed grant. This will give us two target instructional areas and groups of teachers and students. Since the need for checkout devices is so large, we know we cannot properly serve each student in need, but targeting these specific teachers, students, and subjects will give us a model and a starting place upon which to build future growth.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or Vendor ID: 236902		Amendment # (for amendments only):
<b>Part 2: Alignment with Grant Goals and Objectives.</b> List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Provide increased number of devices for checkout to students for homework, research, and study outside of the school day. Currently there are not nearly enough devices to satisfy the needs of students for a device with the capabilities of the Chromebooks, which are the school-provided devices.	Would allow us to add 314 Chromebooks to our checkout program to serve students working outside school hours.
2.	Implement meaningful technology integration. While our students can bring devices from home for school use, we find these devices often lacking the specs needed to do more than just answer multiple choice quizzes. We want students to be able to collaborate with peers, build projects, and assimilate research. These school-purchased devices would allow for all of the above.	An additional 314 Chromebooks across grades 7-12 would allow more students to be served by devices to which they otherwise would not have access. Simply using a smart phone is not enough to provide all of a student's individual technology needs for academic purposes. Chromebooks would allow students to collaborate, research, and create as needed for their academic studies.
3.	Extending instruction to home is a top goal for many of our teachers identified as "hybrid online" or "flipped classroom" instructors. These teachers, primarily math, find that instruction provided through screencasts to be watched outside class time to be effective in reaching a broad range of students; however, not enough devices are available for the number of students participating in the program.	Needy students identified as slated to enroll in the hybrid online classes could be screened and identified as top candidates for our checkout program, allowing them to engage in meaningful instructional activities any time, any place.
4.	Increasing student engagement is a top goal of HISD secondary leadership. We are working locally and with the Schlechty Center to understand how designing engaging experiences for students can improve learning. We believe that appropriate and effective technology integration is critical to this process.	It is meaningless to ask teachers to appropriately integrate technology when students do not have and cannot be provided devices to do so. Currently, we are unable to provide the number and quality of devices that is required for all of the students in need whose teachers are striving to integrate technology and would like to extend learning experiences outside the four walls of the classroom.
5.	Properly implement our online resources with new textbook adoptions for math and science.	Without additional devices, our Math and Science students will have to rely on copies of digital resources that teachers will need to print out. This process will rob students of the best aspects of digital materials: the ability to manipulate the content, see videos, and interact with peers around the content.

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**Schedule #14—Management Plan**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Staff Development and District Initiatives	Huntsville ISD's Director of Staff Development and District Initiatives will be spearheading the project should we be awarded the grant. She has 17 years public education experience including ten years of Instructional Technology and Implementation both at the region and district levels.
2.	Director of Technology	Huntsville ISD's Director of Technology has been with the district for twelve years as technology director. She has implemented countless complex projects including deploying the district's BYOT initiative over the past several years.
3.	Instructional Technology Specialists	Our team consists of six Instructional Technology Specialists ranging in experience from 3 to 13 years. Each team member will work on this project to assure success in both process and product.
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase equipment and complete local documentation	1. Identify best model of device to purchase	08/01/2014	08/15/2014
		2. Field test model if new	09/01/2014	09/15/2014
		3. Determine accessories/protective devices if needed	09/01/2014	09/15/2014
		4. Order accessories/devices	09/15/2014	09/20/2014
		5. Order equipment for implementation	09/15/2014	09/20/2014
2.	Identify cohort of teachers and students	1. Call for teacher applications to cohort	09/01/2014	09/15/2014
		2. Assess teacher/student proposed cohorts	09/15/2014	09/30/2014
		3. Compose a committee to choose the cohort	09/15/2014	09/30/2014
		4. Notify the applicants who are chosen	10/1/2014	10/1/2014
		5. Get lending agreement signed by cohort parents	10/15/2014	10/31/2014
3.	Plan ongoing staff development and coaching	1. Determine content and timeline for staff dev.	10/1/2014	10/7/2014
		2. Allocate funding for substitutes	10/7/2014	10/7/2014
		3. Determine and reserve locations	10/1/2014	10/7/2014
		4. Invite teachers and monitor registration	10/7/2014	10/7/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Implement staff development and provide classroom support	1. Create evaluation tools for staff dev.	10/10/2014	10/15/2014
		2. Distribute equipment	10/5/2014	10/10/2014
		3. Provide classroom support	10/5/2014	10/31/2014
		4. Provide full day of staff dev.	11/1/2014	11/15/2014
		5. Provide full day of instructional rounds	11/1/2014	11/15/2014
5.	Evaluate progress and revise accordingly	1. Evaluate checkout information and processes	11/15/2014	12/15/2014
		2. Revise checkout procedures and processes	11/15/2014	12/15/2014
		3. Determine revised processes if necessary	12/15/2014	12/15/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or Vendor ID: 236902	Amendment # (for amendments only):
<p><b>Part 3: Feedback and Continuous Improvement.</b> Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>For our current technology implementation funded through the previous Technology Lending Program Grant two years ago, our goal was to increase access to technological devices and electronic content for students both in school and outside of the school day. To monitor this implementation, we were able to observe the checkout process through our Destiny check-out system. We were also able to monitor usage of our home Internet devices (AT&amp;T Elevate Mifis) through our AT&amp;T portal where we can see data usage and statistics. We found that some of the devices were not being used or were not being used for the intended academic purposes, so we adjusted by reassigning the devices to students on our waiting list for devices. Recently, we provided letters, both in print and electronically, to teachers and parents regarding the use of the devices and any adjustments that were needed based on usage reports. Students who were actively using devices retained them; however, students who either had not been using them appropriately or consistently were asked to return devices so that they could be reassigned to a student who had been waiting. Our teacher cohort has helped us in monitoring the attainment of our goals and objectives through periodic meetings and planning sessions where the district Instructional Technology team works with teachers to adjust processes, protocols, and develop best practices that we can later share with others who may join the program we have created.</p>	
<p><b>Part 4: Sustainability and Commitment.</b> Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>In the previous grant, we developed an effective framework for implementing checkout devices, both Chromebooks and Mifis, as well as many instructional and management strategies that we have refined over the past two years. We believe that the knowledge we gained from the previous grant will allow us to implement our current plan even more effectively. For example, we will now target science and math and include this grant equipment along with our potential purchases of other new hardware devices. While different teachers and students will be impacted by this new implementation, it will essentially be an expansion of our previous implementation. We now have built a community of experienced teachers and Instructional Technology specialists who understand best practices regarding device usage, checkout, monitoring, procedures, and even instructional strategies for classrooms.</p> <p>Ongoing commitment will be assured through an application process for teachers who will be involved. We believe that by identifying persons who are most interested in and ready for implementation, we will greatly increase the overall success of the project. As a district, we are committed to increasing student engagement, and a large part of that will be increasing digital learning opportunities and content, such as the impending science and math digital adoptions underway at this time. Teachers who are involved in this project will be highly motivated due to the inherent needs of their students to access the instructional materials provided by the district. Involved teachers will also be evaluated by their peers as a part of the implementation of this grant. In the past, we have found peer learning and evaluation to be a more effective method of connection for teachers than a top-down, administrator-led approach.</p>	

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**Schedule #15—Project Evaluation**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Examination of student checkout form data every 6 weeks	1.	Hardware devices checked out to students.
		2.	Students identified as low socioeconomic status are served with priority.
		3.	Mifi and Chromebook devices are consistently utilized for out of school instructional activities.
2.	Usage data from online textbook management portal	1.	System reports indicate 50% of students access the online textbook during the reporting period.
		2.	Teacher usage indicates increase in utilization of district-provided resources.
		3.	
3.	Disaggregate data from ongoing observational instructional rounds	1.	Identified Problems of Practice improve over time.
		2.	Observers report increased student engagement markers.
		3.	Observed classroom management of student devices improves.
4.	Student survey results	1.	Students report increased engagement in instructional activities using the provided hardware.
		2.	Students report increased completion rates of outside class activities.
		3.	
5.	Teacher survey results	1.	Teachers report decreased behavior issues due to increased student engagement.
		2.	Teachers report increased completion rates of outside class activities.
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected using Google Forms, through system tools already in place provided by online textbook publishers, via classroom observations conducted by participating teachers and Instructional Technology personnel, and the district's student information management system which collects and displays attendance and student level academic data.

Problems with project delivery are to be identified and corrected through examination of data as collected using the following methods: examination of student checkout data, data usage reports from online textbook management portal, ongoing observational/instructional rounds, and student and teacher survey results. This data will be disaggregated during regularly scheduled cohort meetings with district stakeholders including teachers and Instructional Technology Specialists and the district Director of Staff Development and District Initiatives and other district and campus personnel as needed.

Problems identified by the cohort will be addressed with plans of action to be implemented by the appropriate stakeholders. After potential solutions are identified, the designated district/campus staff would reexamine associated processes and protocols for improvement and adjust as necessary.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or Vendor ID: 236902	Amendment # (for amendments only):
<b>Statutory Requirement 1:</b> Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Funds from this grant will be used to purchase Chromebooks which students in need will be able to check out for home use. Local funds will be leveraged to purchase Internet access devices for home use as well as protective cases and accessories as needed. Huntsville ISD serves a largely poor and rural population without robust, inexpensive networks available to the community in many areas. For this reason, the AT&amp;T Mifi devices are a beneficial option for many students working outside the school day. Chromebooks will be used to access both the electronic instructional materials purchased for math and science as well as instructional materials created by teachers for students' use.</p> <p>Not every student needs the district to provide home Internet access, so we have found that providing the Chromebook device for home use is sufficient for many students who either have home Internet access or live in close proximity to one of our campuses or Hornet Hotspots (business and community locations where free Internet is provided and students are invited to frequent without obligation to purchase).</p> <p>The Chromebook device is clearly the best option for our initiative because it is most compatible with our needs, goals, and objectives. Each of the textbook providers with whom we are working has emphasized their compatibility with the device, giving us confidence that regardless of our future selection of textbook provider, this device will continue to be compatible. In addition, we want students to be able to create content to explore and extend their learning. Through our experimentation with many devices, we have found the Chromebooks to be the most affordable option that is best for content creation.</p> <p>Huntsville ISD already has a robust lending program developed during the previous iteration of the TLP grant. This program will essentially be an extension of the previous program in that we will use the processes and procedures we found to be effective from the previous implementation. However, during this grant period, should we be awarded, we will target grades 6-12 in the areas of science and math specifically. We have also decided to target a third campus, Huntsville Intermediate School, as opposed to only our middle and high school campuses.</p>	

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**Schedule #16—Responses to Statutory Requirements**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the extremely limited nature of our Instructional Materials Allotment funding, it is unlikely that Huntsville ISD will be able to purchase equipment through that funding source; however, final decisions by the committee have not yet been made in regards to purchasing hardware.

Should the committee determine that funds are available for hardware purchases, they would be used to increase the scope of the program described in this grant. For example, we expect to be able to serve about 20 teachers with the equipment the full grant would provide. If we are able to allocate another \$50,000 of equipment funding through remaining IMA funds, those funds would allow us to add between 5 and 10 teachers to the initiative, depending on the availability of other local funds to purchase the necessary Mifi hotspot devices and other equipment for the number of students in need of Internet and hardware to be checked out by the district.

Currently, our TLP Grant equipment from the 2012 allocation is being used in much the same manner as we anticipate new equipment, should we be awarded this grant a second time. In contrast to our previous application, the current grant would be specifically slated to supplement science and math instruction through a growing network of self-identified teachers who will apply to participate in the Technology Lending Program Grant initiative.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or Vendor ID: 236902	Amendment # (for amendments only):
<b>TEA Program Requirement 1:</b> Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Huntsville Independent School District Mission Statement</p> <p>The mission of the Huntsville Independent School District is to establish a partnership with students, parents and the community to provide an equitable educational system characterized by a safe environment and academic excellence to empower all students with knowledge, competencies, and personal qualities to live and work successfully as lifelong learners and responsible citizens with a global perspective.</p> <p>Huntsville Independent School District Goals</p> <p>With our foremost concerns always focused on what our students should know and be able to do, the District Site-Based Decision-Making Committee annually reviews Huntsville ISD's district goals. The following are the district goals drafted and approved by the Board of Trustees:</p> <ol style="list-style-type: none"> <li>1. <b>ACADEMIC PERFORMANCE:</b> All students will achieve academic success and demonstrate growth.</li> <li>2. <b>SAFE SCHOOLS:</b> All schools will promote nurturing, safe and secure places for students, staff and parents.</li> <li>3. <b>COMMUNITY INVOLVEMENT:</b> The District will improve parent and community partnerships in an environment that promotes trust through effective communication.</li> <li>4. <b>RESOURCES:</b> The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.</li> <li>5. <b>STAFF:</b> The District will retain and recruit qualified staff that will maintain standards that foster student success.</li> </ol> <p>The Technology Lending Program Grant goals (to empower and engage students in 21<sup>st</sup> Century learning experiences) align well with the District's stated Mission and Goals. Firstly, the grant helps our district achieve equity. Our middle class students have ubiquitous access to technology and have had this type access since practically birth, meanwhile, the only time many of our socio-economically disadvantaged students use technology is inside the walls of our buildings, during the regular school day. Through the TLP Grant, we seek to remedy this inequity.</p> <p>Second, we seek to use access to online information to empower students with knowledge. We realize that when we create a world inside the school building where students are dependent on the teacher for knowledge, we discount the outside world and the future students will face in their further learning and careers. We want to provide a situation where all students can access knowledge at all times.</p> <p>Third, we believe this grant will help our students with the personal qualities they need to live and work successfully as lifelong learners. We know that technology competencies are gained both through meaningfully designed classroom work and through time spent on curriculum-related work. Currently, we cannot provide more time on task using technology tools. David Warlick has famously said that technology hardware "is the pen and paper of our times," however, for some of our disadvantaged students, it is not. We seek to remedy that through the TLP Grant.</p> <p>As for alignment to our district Goals, we know that increased engagement for our students will help them achieve greater Academic Performance. Our community has proven through its overwhelming support of our BYOT initiative and policy changes that it is a partner in the desire to provide greater 21<sup>st</sup> Century learning opportunities to our students. We also know that with funding being so limited through the Instructional Materials Allotment, it is the best use of our time and energy to seek resources such as those provided through the Technology Lending Program Grant to increase the amount of technology available to our students most in need.</p>	

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Huntsville ISD has identified Huntsville Intermediate, Mance Park Middle School and Huntsville High School science and math students as having the most immediate needs for technology lending programs. Since the current adoption of science and math materials will be 100% digital, it seems clear that these students and teachers will have the highest need for increased home access. In addition, College and Career Readiness is a critical component to success after high school. We must provide these secondary students with the tools necessary to develop the skills needed in the future workforce.

The targeted students and teachers have the desire and willingness necessary to fully integrate the technology in problem solving, communication and analytical thinking. New technologies have the potential to accommodate the needs, interests and learning styles of our diverse population, thereby individualizing the learning process. Our goal is to increase student achievement and narrow the gap between high and low achievers, regardless of ethnicity, socio-economic status or ability.

Approximately 30% of Huntsville ISD students report not having access to Internet at home, so this plan accounts for home access for students in need as well as providing the flexibility to check out either a device or Internet Mifi or both. The District has already purchased 85 mobile Mifi which are used to provide access points to assist students who need Internet access at home and whose parents are unable to provide it. Additionally, the District is also working with AT&T to provide low cost devices and low cost data plans. We plan to continue purchasing Mifis to accommodate our most needy students. We will also continue to provide information to parents regarding economical ways to purchase home Internet access where that is an option; however, we realize that we must provide access when the financial stability of the home does will not accommodate yet another monthly bill. We feel that mobile Internet access is the most economical and most easily shareable option for this purpose.

Currently we have a plan in place started with our previous TLP Grant award which allows students in need to check out Mifi wireless Internet access devices with unlimited data as needed for Internet access at home, on busses, etc. We plan to expand this checkout program with non-grant funding should we be awarded this grant. While we cannot yet provide Internet to each student who needs it, this checkout program has allowed us to make a start toward closing the digital divide.

We also plan to connect our parents whose students qualify for free and reduced lunch with the Comcast Internet Essentials program which provides Internet for less than \$10 per month. It has been announced that the federal government should soon be rolling out the Lifeline program, which is advertised to provide completely free Internet to low-income households. We will be encouraging all of our parents whose students qualify for that program to participate.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A little over three years ago, Huntsville ISD began its journey to become a BYOT district. Dr. Steve Johnson, our Superintendent, felt strongly that allowing students to bring personal devices to school would start our district on a path toward digital integration, and district and campus leadership agreed. Before this implementation began, student devices were banned and the network was for district-owned devices only. Since that initial implementation, everything has changed. Huntsville ISD has a robust and ubiquitous wireless network that extends into every part of the district and even to external areas where students gather. We encourage students to bring devices to school in grades 5-12 and even our younger students may bring devices with teacher permission and a special project.

In our current curriculum adoption 100% of our materials will be online and accessible 24/7 by teachers, students, and parents. In addition, our teachers are provided ongoing staff development in instructional practices using our collaborative system powered by Google for Education. Two years ago, the district hired a Staff Development and District Initiatives Director, Amy Mayer, who is a Google Certified Teacher and Trainer. She and her team have provided extensive training opportunities both online and face-to-face in collaborative classroom practices, and working collaboratively online has now become a way of life for the staff and students of Huntsville ISD.

The district is committed to increasing student engagement across the grade levels. This project was begun in January 2012 with staff development efforts commencing in May 2012. Key teachers at multiple grade levels are participating in a staff-development event called "The WOW! Academy." This academy is an introduction to Project Based Learning for teachers where participant experience a week in the life of a project-based learner. The academy culminates with a team presentation by teachers who work in cross-curricular, cross grade level groups to create technology based projects they can later use in their classrooms with students.

The WOW! Academy has since morphed into The Engage Me Academy, which furthers teachers' understanding of the concept of engagement and how to create more engaging lessons. We believe Project Based Learning is an effective way to engage students in their learning; however, we want all teachers to work to design more engaging lessons even if they are not yet able to implement PBL. Toward that understanding, key administrators in this project have attended the Buck Institute for Project Based Learning, a highly-regarded national program that assures fidelity to the curriculum while implementing PBL.

The district's PBL and BYOT initiatives go hand in hand, and the additional funding that could be provided by the TLP Grant would increase the speed and force of these projects.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Huntsville ISD provides many digital resources for both home and school use. We have a state adopted ELA textbook available for teachers and students to use both at home and at school as well as a robust implementation of Odyssey for digital learning both for credit recovery and for initial learning. In addition, we provide curriculum-based content for Math, Science, and Social Studies through digital media.

In the current adoption, Huntsville ISD has elected to adopt 100% digital materials for Math and Science. The district is currently in negotiations with vendors to choose appropriate bundles. We anticipate being able to roll the materials out to teachers in August 2014.

The district also provides a Learning Management System so that teachers can create and share online resources they find or create. In short, Huntsville ISD is poised to go digital with resources in as many areas as possible so that our students can take advantage of 24/7 access.

During the previous Technology Lending Program Grant award period, Huntsville ISD also began a small implementation of "Hybrid Online Classroom" instructors and students. This select group of high school teachers joined a cohort, which started with three days of summer staff development, where each participant learned to use various software to create, share, and store instructional materials, either those provided by the companies from which they were purchased or teacher created.

During this school year, students and teachers worked to determine which processes worked best for home learning, what equipment was needed, and the district also purchased equipment as necessary for teachers to create and provide the instructional materials they found they needed as time passed. This program to provide instructional materials online for a 24/7 learning experience will be expanded this year as specific courses have been set up in the students' course catalog as "Hybrid Online" offerings. Students and their parents will be educated about the program and its offering as well as the requirements to set aside time at home for "home learning" instead of necessarily "homework." This implementation is being continued in English Language Arts at both 9<sup>th</sup> and 10<sup>th</sup> grades as well as Pre-Calculus and Algebra.

HISD also purchased CINCH Science Digital Technology for *Supplemental Science Materials* to ensure that the district's schools are equipped with instructional materials that sufficiently cover the expanded TEKS for Science in grades 5-8 and Grades 9-12 for Biology, Chemistry, Integrated Physics and Chemistry (IPC), and Physics.

Huntsville High School, grades 9-12, currently uses PLATO Online Learning Solutions for credit recovery and credit acceleration. The Plato Learning Solutions has proven to be effective in helping student who are unable to adapt to the regular school environment. Additionally, the measurement tools it provides enables the monitoring of ongoing progress throughout the year and provides staff with valuable reporting needed to effectively track student success.

Instructional Materials Allotment (IMA) Funds have been used to purchase digital content in core content areas of social studies and science. All current core content materials have a digital version and can be accessed online.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development on newly adopted instructional materials will begin in September when the Instructional Technology team will schedule time during teachers' conference periods as well as before and after school to introduce the method of access and materials for the new adoption. In addition, an introductory full day training for all cohort teachers involved in the grant will be scheduled by October 1<sup>st</sup>.

During this time, teachers not already familiar with the Chromebook will receive introductory lessons in its use. They will also have time to develop classroom policies and procedures, become familiar with the lending agreements they will have signed by parents as well as research and compile instructional strategies they will commit to try between the first meeting and the second. With our previous Technology Lending Program Grant, we found the cohort method of training among a peer group of teachers to be highly successful so we intend to replicate that model for this group of teachers should we be awarded the grant.

Huntsville ISD has a robust Staff Development and Instructional Technology team on staff full time and expects to incur no additional costs in providing the sustained and ongoing staff development needed to implement this grant.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HISD currently has a Cisco wireless infrastructure that covers all of our campuses. Any device, HISD owned or student owned, can connect in all classrooms, hallways, common areas, and even outside. Dual Cisco 5508 controllers allow for redundancy in the wireless environment with high availability. Both controllers have been licensed for 500 wireless access points. HISD is not at full utilization of the current resources, and is maintaining a 1 WAP per 10 devices ratio. This ratio allows us to provide high density coverage for today's web-based content. Currently we support b/g/n frequencies on these WAPs, and are migrating our new WAPs to AC frequency to be prepared for higher bandwidth demands of web-based content.

The infrastructure on the wired network side to support the new AC WAPs is being upgraded to have 10GB capability with dual power supplies for the increased demand from the new frequency. Each network closet is being outfitted with a Cisco 3750X 48 port PoE+ switch to meet this need this school year. Each network closet is currently connected with a 1GB fiber back to the main equipment room. This summer, we begin upgrading those fiber connections to 10GB links. At this time, HISD does not have full utilization of the 1GB links, so there are not any dropped packets or degradation of service; we are simply preparing for the future usage and do not want to impact student learning with slow or intermittent data transmission.

In July 2014 we will upgrade our internet bandwidth to a 1GB connection for the HISD network, and a 200MB connection for the public wireless. At the moment we are at 80% utilization of our 200MB HISD network internet bandwidth and 100% utilization of our public wireless. The increased bandwidth will meet the needs of more devices, and additional content being streamed over that connection.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or Vendor ID: 236902	Amendment # (for amendments only):
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**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Approximately 30% of Huntsville ISD students report having no access to Internet at home.

Currently we have a plan in place started with our previous TLP Grant award which allows students in need to check out Mifi wireless Internet access devices with unlimited data as needed for Internet access at home, on busses, etc. We plan to expand this checkout program with non-grant funding should we be awarded this grant. While we cannot yet provide Internet to each student who needs it, this checkout program has allowed us to provide Internet to students on a temporary bases as is required for their academic work.

We also plan to connect our parents whose students qualify for free and reduced lunch with the Comcast Internet Essentials program which provides Internet for less than \$10 per month. Also, the federal government should soon be rolling out the Lifeline program, which is advertised to provide completely free Internet to low-income households. We will be encouraging all of our parents whose students qualify for that program to participate.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HISD has the Technical staff to support devices added through the grant through a combination of strategies.

For devices that have minor technical issues, there are troubleshooting steps that each teacher has been trained on, and a cheat sheet in the classroom for students to use which covers simple problems such as connection to wifi, and resetting devices.

For problems that cannot be resolved with minor troubleshooting steps, each campus will have some hot swap devices for immediate distribution, allowing the student to quickly return to instruction. Once a device has been turned in as having a problem, a technician will be assigned to repair or replace the device through our eduphoria! Helpdesk system, which has been successfully in place for about five years. The HISD Technology Department has sufficient technician staffing to support the devices while maintaining our 24 hour response time, and 72 hour repair time for teacher/student devices. The 24 hour response time always includes a hot swap unit, and the 72 hour is problem resolution. This practice is currently in place for our other implementations and has been very successful.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or Vendor ID: 236902

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When the equipment that has been ordered comes in, it will all go to the Instructional Technology Specialists for the district. They will, using the barcodes from the Inventory system Destiny, tag each piece of equipment with barcode stickers and scan it into the system.

Each campus will have the devices that are designated for them entered into their portion of the Destiny system. This will allow the designated administrator on each campus, usually an assistant principal, to check out the devices to the teachers that have been selected to take part in the program. They will be checked out to the teachers for the school year using the Destiny system.

Each teacher, in turn, will use the Google Form provided by the Instructional Technology Specialists to check out the devices to students in their classrooms, with special emphasis on students that are in the free and reduced lunch program and that have no access to technology at home. Each student who checks out a device from his or her teacher will need to sign and have their parent or guardian sign the Technology Lending Program Grant Agreement form. It will then be up to the teacher how long the student will keep the device or devices. If there are more students needing technology than there are devices to check out, the teacher will need to determine who has the most need by using the grade book system to check their free and reduced lunch status as well as determining academic needs should more than one student with free and reduced lunch status need devices when not enough are available. Also, in the form that the parent/guardian and students will need to sign to receive the equipment, they will be asked what their access to technology and Internet is at home. This will assist the teacher in making the decisions as to which students need the technology most.

In the event that the devices need repair, the student that has checked out the device will bring it to the teacher and, using a Google form, will report the problem/damage. The teacher, in turn, will put in a work order using the eduphoria! system. eduphoria! is a suite of applications including HelpDesk. This application is used by the Huntsville ISD Technology Department for work orders throughout the district.

After receiving the work order, a designated technician will go to the teacher's classroom, collect the device that needs repairs, and determine the next course of action, whether it is repairable or needs to be replaced. A hot swap device will be delivered to campus and used until the original device can be returned.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

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<p><b>TEA Program Requirement 10:</b> Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>To account for the technology used with this grant, we will use the checkout system for the district known as Destiny, a Follett Software product. This system allows us to use pre-printed barcode stickers and scan each device for checkout and tracking purposes using a handheld scanner.</p> <p>Each teacher who is involved with the grant will have the devices checked out to him or her using this system, and, at the end of the school year, we will check them back in using the same system and keep them over the summer, during which time the devices will be deactivated to save funds for the school year.</p> <p>For check out to the students, we will give the teacher a Google Form that they will use for checkout. It will be up to the teacher how long the student will need to keep the device, when they need to bring it back for accountability, etc. We feel a degree of flexibility should be left to the teacher in working with students individually, for example, if a student is assigned a project that he or she will need to work on nightly for two weeks, the checkout period could be two weeks; however, if classwork is missing today and needs to be completed tonight, perhaps a one day checkout period is all that is required. Using this method will assure the maximum equipment is available to the students who need it most.</p>	
<p><b>TEA Program Requirement 11:</b> Applicants must describe the development and implementation of a <i>Technology Lending Agreement</i> to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing <i>Responsible Use Policy</i> by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The district has developed a Technology Lending Agreement which can be viewed at <a href="http://bit.ly/1eKkfqx">http://bit.ly/1eKkfqx</a> and a revised Responsible Use Agreement which can be viewed at <a href="http://www.huntsville-isd.org">www.huntsville-isd.org</a>.</p> <p>The agreement addresses responsible use and care of equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement incorporates an existing Responsible Use Policy by reference. Additionally, HISD has Electronic Communication Guidelines that address appropriate language, privacy, respecting resource limits, plagiarism and copyright infringement, inappropriate access to material, rights, due process and limitations of liability.</p> <p>These concepts and documents have been shared with the public in community meetings. The Board has reviewed the policy and supports our efforts to implement this new approach. All stakeholders are on board and ready to begin this renewed lending program.</p>	

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